

University of South Carolina Columbia

Act 629 – Summary Reports on Institutional Effectiveness
Fiscal Year 2002-2003

Introduction

This report includes Procedures for Student Development, Majors/Concentrations, and Policies and procedures to ensure that academic programs support the economic development needs in the State by providing a technologically skilled workforce.

Student Development

Reflective of the standards and guidelines suggested by the Council for the Advancement of Standards in Higher Education (CAS), the University of South Carolina's Mission Statement and its strategic plan guide the development of goals for student service programs and student development. The mission statements of the Division of Student Affairs and the service units in the Division are reviewed periodically to ensure consistency with university goals. The Division uses an annual process of goal/objective development, implementation and assessment in strategic planning efforts. The assessment of student development goals is incorporated in the strategic plan's assessment. Additionally, each individual unit in the Division of Student Affairs conducts program-based assessments on program effectiveness and student success.

In partnership with the Office of Institutional Planning and Assessment, the Division utilizes several nationally normed instruments, among which are the National Survey of Student Engagement (NSSE), the Cooperative Institutional Research Program (CIRP), and the College Student Experiences Questionnaire (CSEQ). Results from these instruments allow the University to compare student development experiences with national results. Along with these instruments, several institutional instruments have been developed and are administered on an annual or bi-annual basis. The Division of Student Affairs provides campus-wide leadership in assessing student development experiences and their impact on student growth and satisfaction. These efforts occur at the individual service unit level, at the Division level, and institutional level. Additional information is available at:

<http://www.sa.sc.edu/research/>

Majors/Concentrations

Majors and concentrations provide students with specialized knowledge and skills. Primary responsibility for assessing the majors falls to academic departments and programs, and to external accrediting agencies, where applicable.

In 2002-2003, program reviews in Anthropology (BA, MA), Geography (BA, BS, MA, MS, Ph.D), Museum Management (certificate), Gerontology (certificate), South Carolina Honor's College (BARSC), Interdisciplinary Studies (BAIS, BSIS), African American Studies (BA), Contemporary European Studies (BA), Latin American Studies (BA), Women's Studies (BA, certificate), Speech Pathology (MSP), Speech Language Pathology (MCD, Ph.D), Law (JD), and Journalism (BAJMC) were scheduled. Unfortunately, the South Carolina Commission on Higher Education (SCCHE) did not fund program review at the state level.

Anthropology (BA, MA)

BA: Students are expected to gain knowledge and skill in the core of anthropology, communication and critical thinking, research abilities, and information technology. To assess student knowledge, faculty monitor student transcripts and portfolios, review aggregate student success in key courses, and administer an exit exam to students. Communication and critical thinking skills are measured through performance on essays exams, research papers, critiques of arguments, and synthesis of literature. The exit exam also had questions that provide information about this objective.

Independent research papers and hands-on research learning are used to help students successfully learn research skills. Faculty evaluation and questions on the exit exam provide assessment information. At least one required course includes an introduction to software applications, and many other courses indirectly require students to gain experience with using word processing programs and the internet. The department measures success on this objective through student responses to questions on the exit exam. Additionally, the department collects information informally from students involved in the Anthropology Students Association regarding strengths and weaknesses of the program.

Assessment results showed that 100% of graduating students successfully completed the core curriculum with a grade of C or better. Additionally, exit exam results showed that 100% of students responding believed they had achieved core knowledge in anthropology. Analysis of syllabi indicates that students are writing essay exams, research papers, syntheses, or argument critiques in at least 50% of their classes. Again, 100% of students responding to the exit exam indicated improved writing skills. Evaluation of the curriculum indicates that 100% of students write at least three independent research papers, and that 100% have the opportunity to participate in hands-on research activities with faculty. 60% of students indicated on the exit exam that their research skills improved greatly. 100% of students reported using information technology skills to prepare for at least one of their classes. 50% indicated significant improvement in this area, while most others reported the requirement helped them to maintain skills they already possessed.

Due to some difficulties in teaching students at different knowledge levels, the department is completing a major reorganization of course offerings. Prerequisite courses will allow more advanced, special topics courses. To help students plan their academic careers more easily, they are also developing a three-year plan of course offerings. An undergraduate newsletter is also being developed to share information with all anthropology students in a timely and effective manner. This newsletter will also be used to compile updated contact information to help collect information from alumni in coming years.

MA: The department expects students to gain skill and knowledge in five areas: general anthropological theory, intra-disciplinary breadth, a specialty, research, and professional development. General knowledge and intra-disciplinary depth are measured through faculty evaluations, successful completion of courses with a grade of B or better, and questions asked during an exit interview. Learning in a specialty is assessed through performance on comprehensive exams, one component of which focuses on a student's specialty, and through successful completion of a Master's thesis. Research papers required in courses, successful participation in field research, and the successful completion of the thesis are used to assess students learning in the area of research. The department assesses students' professional development by the number of students making public presentations on their research.

Faculty regularly evaluate courses, curriculum, and student progress. Additionally, a faculty retreat held in February of 2002 focused on evaluating the MA program. Informal interviews with current students help to provide focus for the regular meetings the graduate director has with MA students. All graduating students are expected to participate in a semi-structured exit interview.

All Master's students successfully completed the introductory course with a grade of B or better, and 100% of second year students met the departmental standard for success in a course outside of their specialty area. 100% of the students taking the comprehensive exams passed the general theory section. In either the exit interview or an informal interview, seven students expressed satisfaction with the breadth of disciplinary coverage they received from their education. All students taking the comprehensive exam were found to demonstrate the required competence in a specialty area. Additionally, seven students successfully defended a Master's thesis with topics within a specialty area of a sub-field of anthropology. Review of class syllabi indicated that all MA students wrote research papers in at least 80% of their graduate seminars. Faculty were satisfied with the quality of research shown in presentations made to the entire faculty on each student's summer field research experience. The graduate director maintains records of student participation in local, regional, and national meetings, and, during the 2001-2002 year, 70% of all students attended one of these professional development meetings. Additionally, 75% of second year students presented a research paper at one or more of these meetings.

Exit and informal interviews with students indicated a desire for more information on grant writing and compiling a curriculum vitae. As such, the department has established a regular core of workshops on special topics. To strengthen further students research skills, the department also developed a Research Design and Methods course. Additionally, new courses focusing on specific sub-fields and specialties are being developed in hopes of attracting more students to the program.

Geography (BA/BS, MA/MS, Ph.D)

During April of this year, a team of three external reviewers conducted a program review of the department of geography. Goals included identifying strengths and weaknesses of the department, assessing performance and potential in research areas, and advising the university on future directions for development for the department. The Dean of the College of Liberal Arts asked the team to comment specifically on priorities for hiring and the graduate curriculum. Given the timing of the review, the department has not yet released a formal response to the review team's report.

BA/BS: The department has four stated learning outcomes for students including written and oral communication, technical proficiency, core knowledge, and career preparation. A variety of assessment methods are used to determine success in these areas. 100% of undergraduate students took at least two 500-level courses as part of their curriculum. Additionally, the capstone course has both written and oral required components. The department has set benchmarks for undergraduate students, such as having 100% complete all core classes with a grade of C or better, and analysis of student transcripts indicated these were all met.

An exit survey is also used to collect information from students used to assess how well the program is meeting its goals. Students indicated a high level of satisfaction with the oral and written skills they learned, as well as their level of preparation to begin their career. The department has also established a semiannual newsletter to share information with graduates and increase the accuracy of their alumni database.

MA/MS: The department has four stated learning outcomes for graduate students including written and oral communication, technical proficiency, core knowledge, and career preparation. To assess students written and oral communication skills, the department requires students to complete an original research paper in at least one of their 700-level classes and encourages students to present papers at local, state, regional, or national professional meetings. The department has set benchmarks for graduate students, such as having 100% complete a technical class with a grade of B or better, and analysis of student transcripts indicated this goal was met.

The department assesses student demonstration of core knowledge by the number of students passing comprehensive exams. For 2001-02, 100% of students passed these exams. Additionally, 100% of students successfully defended a master's thesis. A survey to alumni indicated that in their first year out, six of eight students were employed and the other two were enrolled in doctoral programs. The director of graduate studies monitors student progress through management of each student's program of study, and through maintaining paper and presentation information in student's permanent files. Communication with students revealed some uncertainty about the developing a thesis proposal. The chair of the department and the director of graduate studies will plan and offer an afternoon workshop on this topic to address student concerns.

PhD: The department has four stated learning outcomes for students including scientific reasoning and critical thinking, proficiency with geographical techniques, breadth of core knowledge, and preparation for career and specialization paths. Students are assessed through their performance on required research papers in seminars, presentations at regional or national professional conferences, and successful defense of a dissertation. During 2001-2002, 100% of students met these goals. Additionally, students are expected to earn a grade of B or better in geographical techniques courses, and to use these techniques in dissertations and published papers. Again, 100% of students successfully met these

goals. Information is collected from dissertation and exam committee members, transcript analysis, and student file review.

To measure success in the area of core knowledge, the department expects all students to pass the Admission to Candidacy exam, and all entering students met this goal in 2001-2002. The department measures success in preparation for career and specialization through job placement data and number of successful dissertation defenses. All students successfully defend and obtain academic teaching positions following graduation. An alumni survey is administered to collect information regarding specialization and career information.

Museum Management (Certificate)

The Museum Studies Certificate Program has long been located at McKissick Museum, with courses taught by museum staff through the College of Liberal Arts. The Strategic Directives and Initiatives Committee members recommended the program be transferred to the Department of History, but the program will still continue to be interdisciplinary, and courses will be taught by a combination of McKissick Museum staff and History department faculty. As such, the curriculum is being examined to determine what changes need to be made to make it complement well with History course offerings.

In response to SDI recommendations, museum programs were modified and new partnerships were formed with other academic units primarily in the College of Liberal Arts and the School of the Environment. Plans to expand these links to other colleges during the next few years are being made. Program staff are also looking for ways to increase opportunities for students in extracurricular activities. They are also exploring the use of electronic formats to increase access to research and educational programs. These new initiatives will be the focus of future assessment efforts.

South Carolina Honor's College (BARSC)

Assessment of this degree concentrates on broad educational objectives. The Honor's College faculty expect students will be able to communicate effectively in both written and oral forms, that they will demonstrate computer literacy, be capable of independent work, demonstrate substantial breadth of knowledge in the diverse fields that comprise their programs, and will be prepared for their subsequent careers or further education. In 2000, the Honor's College implemented the first phase of a degree assessment plan. Each student's senior thesis committee completes a survey to evaluate the student's performance. Additionally, students complete a survey designed to evaluate their satisfaction with the program. The Honor's College also plans to develop a survey to graduates and their employers or graduate studies directors.

Of the students involved with the Honor's College, many receive their degree from another college at the institution. Ten students graduated from the Honor's College with the Baccalaureus Artium et Scientiae degree during 2001 and 2002. These students had an average grade point average of 3.89/4.00 in their general education requirements. Faculty rated eight of these students as having excellent written communications skills. The other two were rated as "good." 90% of the students received either "good" or "excellent" evaluations of their oral communication skills. All ten students were rated either "good" or "excellent" for their ability to work independently. 100% of graduates received an "excellent" evaluation in their knowledge of their program area. All students received a grade of B or better in the computer literacy course, and 100% of students indicated that they were either "Satisfied" or "Very Satisfied" with their preparation in this area. All students indicated that they were very satisfied with their independent study experiences in the program. Additionally, all students were either "Satisfied" or "Very Satisfied" with both their general education and particular program requirements. All students also indicated that they felt prepared for their post-degree plans.

While these results indicate that the program is meeting its established goals and objectives for students, the Honor's College faculty and staff plan to continue to collect data before determining if any changes are indicated.

Gerontology (certificate)

The Certificate curriculum is uniquely organized around four required courses, taught by a multidisciplinary faculty group drawn from the fields of social work, psychology, public health, and medicine. The academic program, in existence since 1979, has evolved in accordance with standards and guidelines established by the Association for Gerontology in Higher Education.

Assessment of the program's quality and effectiveness is measured by several means: a) students' completion of an approved, 21 credit hour program of study, b) students' completion of an academic program that reaches across various academic disciplines, c) students' completion of a departmentally approved residency, field placement, or supervised research course in aging, and d) follow-up survey studies of graduates.

Since 1998, 68 students have completed the Certificate of Graduate Studies in Gerontology Program. Since the program's inception, nearly 300 graduates have advanced their careers in a wide range of professional practice settings, including home health, nursing and continuing care, adult day care, respite care, case management, hospice, mental health, and county and state units on aging. Several graduates have entered private practice, providing older adult counseling and case management services. Several graduates have used their advanced study in gerontology as a foundation for doctoral dissertation research, advanced clinical practice, and positions in higher education. Four research/assessment studies have been published in leading gerontology/geriatrics journals. Each assessment study has provided data pertaining to graduates' employment status, professional activities, and views about the most useful aspects of their educational programs. The research studies have provided helpful recommendations that have resulted in the strengthening of required and elective curriculum content.

Interdisciplinary Studies (BAIS, BSIS)

College of Liberal Arts (BAIS): For this degree, students are expected to demonstrate competence in at least two related liberal arts disciplines. Students select courses under the direction of at least four faculty members. Staff in the Dean's office are responsible for reviewing student files to ensure that each student demonstrates competence by earning at least a C in each course. Informal discussions before graduation are used to assess student satisfaction. A more formal survey is being developed to administer to graduates to obtain information about the quality of students' experiences and their preparedness for their chosen profession. The addition of baccalaureate degrees in Women's Studies, Russian, and education fields has decreased the need for some students to pursue an interdisciplinary degree. As such, the program is small, and much of the assessment information is collected informally.

College of Hospitality, Retail, and Sport Management (BAIS, BSIS): The broad learning goals for students include: effective written and oral communication, effective computer use, and the application of mathematical concepts and the principles of interdisciplinary theory. Data are collected in two ways. Faculty review a random selection of senior seminar work products, and a survey is administered to recent graduates. Faculty members assess student work using a four-point scale where "4" indicates "outstanding" and "1" indicates "ineffective" for multiple components of each skill. For the 2001-2002 year, students received an average rating of 2.75 in the overall categories of written communication skills and 3.0 in oral communication skills. An average rating of "3" was reported for students' effective use of computers. For both application of mathematical concepts and interdisciplinary theories, faculty rated students at the "Adequate" ("2") level. For "Understanding the theories of interdisciplinarity," the average score was "3" ("Effective").

The results of the learning assessment among IDS graduates are seen as generally encouraging. Faculty have noted that the development of mathematical competencies and adequate attention to the core IDS construct of synthesis are indicated. Faculty members are reviewing their pedagogical

techniques to increase focus on the process of integrating and synthesizing information. Faculty will continue to monitor trends in assessment data to determine if additional curricula changes are necessary.

African American Studies (BA)

The department states three overall objectives for students enrolled in this degree program. They should 1) develop an appreciation for the centrality of black experiences in world history, 2) demonstrate analytical, written, and oral communication skills, and 3) select courses that lead to a successful degree completion. The department chair and selected faculty serve on a curriculum committee and monitor and evaluate student progress. Students are considered to be meeting the first objective if they successfully complete all course requirements for the degree. Faculty members review presentations made in senior seminar and independent study courses and student papers to assess communication and analytic skills. The third goal is measured through the advising process and a curriculum committee charged with monitoring course content.

Results of these assessments indicated that students demonstrated adequate critical thinking and analytic problem solving skills. The department is working with the English department to explore developing a discipline-specific writing course. Some courses have been restructured, and an introductory course has been developed that includes a technology component. All faculty members participate in the advising process and training is planned annually on advisement options and procedures.

Contemporary European Studies (BA)

The department has four stated learning goals for students including gaining comprehensive knowledge of different aspects of European politics and economy, using analytic tools across multiple disciplines, becoming competent in at least one major European language, and gaining an in-depth familiarity with European culture through studying abroad.

The small size of the program (two students graduated in 2002 and one new major enrolled) allows for relatively simple assessment of progress toward goals. The two upper level students had both taken the sophomore and senior seminars offered and both performed well on their oral examinations. The research interests of these students spanned multiple disciplines, and their work and exam results reflected the ability to make connections and think critically across diverse fields. Both students also spent over a semester in a different country, studying the culture, political system, and learning the language.

Latin American Studies (BA)

This program states three goals for students. They are: develop knowledge about Latin America, develop research, writing, analytical, and communication skills, and enhance knowledge of study abroad options and career options. Knowledge of Latin America is measured through student performance in classes, as well as the senior seminar. These classes require students to write papers, take exams, participate in discussions, and, in the senior seminar, complete a thesis-length research paper. Many of these assessments are also used to measure student progress in research, writing, analytical, and communication skills. Faculty also evaluate student performance of a public presentation of study abroad experiences. To assess student progress in knowledge of study abroad and career options, the program's director meets with each student in the program. The department works with the Career Center and the International Students Office to ensure information is available. Exit interviews are also used to collect information about student careers.

Faculty evaluation of student performance indicated competence in Latin American subject matter. However, assessments of some students' research, writing, analytical, and communication skills did not indicate acceptable levels of excellence. The faculty, in response, have attempted to increase opportunities for students to learn these skills, including an affiliation with the Walker Institute of International Studies to provide research assistantships to students. An exit interview conducted with the one student graduating revealed she had clear and specific career plans based upon her degree.

Interviews and meetings with continuing students revealed, however, that there was some sense of isolation from other students in the program and the faculty. A cross-departmental colloquium is being organized to provide a forum for student-faculty conversations about research.

Women's Studies (BA, certificate)

For both programs, assessment information is collected through student evaluations, including both a rating scale and open-ended questions and peer review, which includes review of teaching materials as well as classroom observations. Enrollments in classes are monitored to ensure appropriate use of faculty time. Databases have been implemented to help keep track of students and graduates and their progress and accomplishments. A survey to alumni is scheduled to be administered in 2004-2005 to help evaluate the success of each program. As there is no national organization that evaluates women's studies programs, they plan to conduct their own study to make comparisons between their program and those at peer institutions.

Speech Pathology (MSP)

The Department of Communication Sciences and Disorders has an extensive list of subject-specific learning objectives for students. The overall program goals include:

- Students will satisfy the learning objectives for the program
- Students will be satisfied with the learning opportunities offered
- Students will be satisfied with the facilities provided for their education
- Students will be prepared for employment or further education
- Highly qualified students will represent a diverse population
- The curricula will be reviewed, revised and expanded as needed to address the educational needs of students brought about by the changing health care market.

Several of the assessment criteria are based on individual student records and are compiled from departmental records. Student Affairs provides aggregate information regarding applicants to the school's graduate programs. Quantitative data from student course evaluations, exit questionnaires, and the alumni survey are collected, managed, and analyzed in the Office of Administration. The program is meeting its goals if the following criteria are met:

- All students complete a program of study that satisfies requirements
- All students take part in a culminating practical experience as part of their learning
- Students rate courses and instructors at least 4.0 on a 5-point scale or 3.0 on a 4-point scale
- Graduates rate the facilities at least 3.0 on a 4-point scale
- Alumni indicate that their public health education adequately prepared them for employment
- The student body is highly qualified and reflects ethnic/racial diversity

Assessment results indicate that all students must submit a program of study, pass comprehensive exams, and participate in at least 350 patient contact hours in at least three different professional settings in order to graduate with an MSP degree. The average rating from students, responding to questions about preparation for employment on the alumni survey, was 3.59 on a 4-point scale. Surveys have recently been administered to employers of graduates, and, anecdotally, employers are well-pleased with graduates' performance in the workplace. Of those admitted for the Fall of 2001, 30% had GRE scores of over 1000, and 96% had an undergraduate grade point average of over 3.0. Nine percent of those admitted were minorities. Results from course evaluations and exit questionnaires indicate a high level of student satisfaction with the program, and all of the programs benchmarks were met. These results, collectively, do not indicated need for curricular changes at this time.

Speech Language Pathology (MCD, Ph.D)

MCD: The Department of Communication Sciences and Disorders has an extensive list of subject-specific learning objectives for students pursuing this degree. The overall program goals include:

- Students will satisfy the learning objectives for the program

- Students will take part in practical experiences as part of their learning
- Students will be satisfied with their opportunities for learning and the facilities provided for their education
- Students will be prepared for employment or further education
- Students will have the opportunity to learn through distance education courses
- Highly qualified students will represent a diverse population
- The curricula will be reviewed, revised and expanded as needed to address the educational needs of students brought about by the changing health care market.

Several of the assessment criteria are based on individual student records and are compiled from departmental records. Student Affairs provides aggregate information regarding applicants to the school's graduate programs. Quantitative data from student course evaluations, exit questionnaires, and the alumni survey are collected, managed, and analyzed in the Office of Administration. The program is meeting its goals if the following criteria are met:

- All students complete a program of study that satisfies requirements and are successful on comprehensive exams
- All students complete a practicum, internship, or residency
- Students rate courses and instructors at least 4.0 on a 5-point scale or 3.0 on a 4-point scale
- Graduates rate the facilities at least 3.0 on a 4-point scale
- Alumni indicate that their public health education adequately prepared them for employment
- Students are able to complete an MCD via distance education
- The student body is highly qualified and reflects ethnic/racial diversity
- A school curriculum committee reviews all new courses and course or program change proposals

Assessment results indicate that all students must submit a program of study and successfully complete some practical culminating experience of at least 350 direct patient contact hours in three different professional settings to be awarded an MCD. This degree was designed as a distance education program for speech pathologists in South Carolina schools. However, due to overwhelming demand, the program has been expanded to several other states and the US Virgin Islands. The average rating from students, responding to questions about preparation for employment on the alumni survey, was 3.59 on a 4-point scale. Surveys have recently been administered to employers of graduates, and, anecdotally, employers are well-pleased with graduates' performance in the workplace. Of those admitted for the Fall of 2001, 30% had GRE scores of over 1000, and 96% had an undergraduate grade point average of over 3.0. Nine percent of those admitted were minorities. Results from course evaluations and exit questionnaires indicate a high level of student satisfaction with the program, and all of the programs benchmarks were met. These results, collectively, do not indicated need for curricular changes at this time.

Ph.D: The Department of Communication Sciences and Disorders has graduated 16 Ph.D. students in the past five years and has a number of specific learning objectives for their students. Students are expected to analyze major approaches to communication research and know when to apply each type, to analyze and differentiate methodology for quantitative and qualitative data analysis and interpretation, be able to evaluate major issues in the current literature, design research studies and disseminate results, develop skills in academic and clinical teaching at the graduate level, and develop strong written and oral communication skills. Additional program objectives include student satisfaction with learning opportunities and facilities, preparation for employment, qualification and diversity of students, and regular review of the curricula.

Several of the assessment criteria are based on individual student records and are compiled from departmental records. Student Affairs provides aggregate information regarding applicants to the school's graduate programs. Quantitative data from student course evaluations, exit questionnaires, and the alumni survey are collected, managed, and analyzed in the Office of Administration. The program is meeting its goals if the following criteria are met:

- All students complete a program of study that satisfies requirements and are successful on comprehensive exams
- All students complete a dissertation to the satisfaction of the student's committee

- Students rate courses and instructors at least 4.0 on a 5-point scale or 3.0 on a 4-point scale
- Graduates rate the facilities at least 3.0 on a 4-point scale
- Alumni indicate that their education adequately prepared them for employment
- The student body is highly qualified and reflects ethnic/racial diversity

Assessment results indicate that all students must submit a program of study and successfully complete and defend a dissertation to be awarded the degree. The average rating from students, responding to questions about preparation for employment on the alumni survey, was 3.59 on a 4-point scale. Surveys have recently been administered to employers of graduates, and, anecdotally, employers are well-pleased with graduates' performance in the workplace. Of those admitted for the Fall of 2001, 50% had GRE scores of over 1000, and 50% had an undergraduate grade point average of over 3.0. Fifty percent of those admitted were minorities. Results from course evaluations and exit questionnaires indicate a high level of student satisfaction with the program, and all of the programs benchmarks were met. These results, collectively, do not indicated need for curricular changes at this time.

Journalism/Mass Communications (BAJMC, MA/MMC, Ph.D)

USC's 2001-2002 Strategic Directives and Initiatives Committee process resulted in the merger of the former College of Library and Information Science and the former College of Journalism and Mass Communications to form a new College of Mass Communications and Information Studies. In the first year of the merger, the College has faced the task of unifying the two Schools while allowing each to retain its academic and professional identity. Both Schools brought distinct strengths, challenges, cultures, constituents, affiliations, needs, and aspirations to the new College. Much time has been devoted to helping faculty of the Schools learn enough about each other to identify and build common interests, set realistic goals, and plan strategies for the future. Although existing goals and objectives and assessments from past strategic and assessment plans have not been overlooked during this process, some have been substantially altered because of the merger.

The College of Mass Communications and Information Studies did not exist prior to July, 2002, and the following assessments relate to the separate Schools. The School of Library and Information Science (SLIS) underwent a rigorous assessment process in 2002 that resulted in the continuing accreditation of the school. The School of Journalism and Mass Communication (SJMC) assesses in a variety of ways that help to gather information on enrollment, teaching effectiveness, student performance, graduation rates of students in all programs, and employment rates of graduates from each program.

One of the CMCIS' goals for 2003-2004 is to develop a detailed assessment plan that will include tools to track student outcomes, gauge student satisfaction, assess the cost of educating students in the College, maintain the quality of teaching, and follow the progress of graduates.

Both the SJMC and the SLIS have discipline-specific missions and are accredited by professional agencies. Both Schools have also recently completed national searches for new directors, and the faculty have, understandably, been reluctant to make long-range curricula decisions until the new directors have had opportunities to become acclimated.

Law (JD)

The School of Law has completed an exhaustive study of its curriculum and hiring needs for the next five years. The school's major assessment goal for students in 2001-2002 was to determine whether or not the J.D. program provides a comprehensive education for students pursuing careers in law, business, and public service. Assessment criteria included: bar passage rate, placement rates of graduates, starting salaries of graduates, success of graduates furthering their education, and student satisfaction with teaching and program quality.

The school has a tracking system to maintain this information. The Dean's office receives bar passage rates from admissions offices around the country. The School of Law Career Services Office collects information on job placement, compensation, and admission to graduate school. The Dean's

office maintains comparative data from all other accredited schools from the American Bar Association. This office also administers and collects data from the student satisfaction survey.

All assessments indicated that the J.D. program is successful in meeting its goals. Graduates are passing bar exams on a first attempt at a rate of above 85%, which is the national average. 90% of students are employed within six months of graduation, and compensation is nationally competitive. Over 90% of students applying to top graduate programs are granted admission. Student satisfaction surveys indicate a high level of satisfaction with the comprehensiveness of the program and the quality of instruction. Indeed, over 90% of students rated the program as "good," "very good," or "excellent." The assessment results do not indicate a need for major change at this time. Faculty and staff will continue to collect information and monitor success in meeting their goals.

Title II of the Federal Higher Education Act of 1998

Information regarding Title II is available at: www.ed.sc.edu

Policies and Procedures to Ensure that Academic Programs Support the Economic Development Needs in the State by Providing a Technologically Skilled Workforce

As part of its mission, the University is resolved to enhance the industrial, economic, and cultural potential of the state so that South Carolina and the University can prosper together. All USC campuses play a vital role in the economy of South Carolina. A study by the Division of Research in the Moore School of Business that quantifies this economic impact can be found at <http://kudzu.ipr.sc.edu/IEReports/uscimpact.pdf>

Since 1993, the University has included a technology and computer use goal in its *Eleven General Education Goals* that were established by the Provost's Assessment Advisory Committee. The goals states that students will be able to use computers and other technology to perform tasks appropriate to their major fields. Each college is responsible for establishing minimum standards that students must meet before graduation. These are outlined at <http://kudzu.ipr.sc.edu/assessment/compskil.htm>. To reach the goal, students are expected to use computers to create, edit, and revise written texts, analyze quantitative data, access information and databases, integrate graphical, visual, and statistical information into written presentations, and send and receive electronic communication.